



Super Safari Preschool Program

Parent Handbook



Dear Parents/Guardians:

We hope the information provided in this handbook will help you to gain an understanding and appreciation for your child's preschool experience. The aim of preschool is to provide a basic foundation for your child's education and to make each child's first experience with school a successful and happy one.

If you have any questions, please feel to contact me via email *rchristopher@sunnyvale.ca.gov* or by phone at 408 730-7523.

Sincerely,

Raquel Christopher
Community Services Coordinator II
Department of Library and Community Services
Youth & Teens Unit

Program Philosophy

Everything a preschool aged child does is a learning experience. At preschool, it is our job to introduce the children to as many different materials and hands-on learning opportunities as we can. Students will paint, sing, jump, dance, build with blocks, and create many beautiful works of art. During circle time we will emphasize oral language and beginning math concepts. When we're not doing all this we will be working on the social skills of cooperating in a group, listening, following directions, and solving problems. Our program is recreation based and we embrace the theory that children learn best through play.

Developmental Assets are the positive relationships, opportunities, values and skills that young people need to grow up caring and responsible. These assets include adult role models, positive peer influence, caring school climates and a sense that our community values youth. Being a part of Project Cornerstone means working to build developmental assets in children.

Program Goals

1. To instill a love of learning that students can carry throughout their lives.
2. To provide age appropriate skill building activities that foster learning.
3. To provide children with building blocks needed to master reading, writing and math skills.
4. To give children a sense of self-worth by allowing them to succeed at their own level.
5. To encourage creativity and confidence through art, music and motor-skill activities.
6. To build social skills including sharing, problem solving, making choices, cooperation, being considerate, taking turns, listening, sitting attentively, learning appropriate behavior for certain situations.

Behavior and Readiness Issue

Staff reserves the right to move or drop students if the result is determined to be beneficial to the class as a whole. If a child's behavior is disruptive or dangerous to the child or other children, if separation anxiety is excessive, if the child is not totally potty trained and has repeated accidents, the child will be dropped until these problems can be resolved. If any of these problems are observed by staff, the parent will be contacted and consulted in designing an appropriate course of action to try to solve the problem. If these problems occur at the beginning of the school year they will need to be resolved by October 31st or the child will be dropped as a student. If these problems occur during the school year, the parent will be consulted and a time-line will be established before the child will be dropped.

Here are some things you can do to help your child get through this period:

- Make sure that your child had a good night's sleep.
- Be sure that they have eaten a good breakfast.
- Talk to your child about school and tell them how much fun they will have.
- If they have an older brother or sister, have them also tell the child about all the fun things they will do.
- Let your child know what is happening: that they will play and sing songs and you will pick them up in a short time.
- Hug your child, remind them that you will return for them soon and then leave. **Please do not look in through the windows or stand behind trees in the park. If your child sees you, they will want to be with you and start to cry.** If other children see you, they look for their own parent and when they don't see them, they become upset and cry.
- We want preschool to be a positive experience for your child; however, it's not unusual for children to cry when they are uncertain of their surroundings. We are used to dealing with their anxiety and if the child doesn't settle down within 45 minutes, we will call you to pick them up. **It may take several classes for your child to feel comfortable.**

Giraffes/Lion Cubs/Cheetahs Sample Daily Schedule

Time: **Activity:**

30 mins.	Free Choice Play (sensory, dramatic play, science and nature discovery, manipulatives and art exploration)
30 mins.	Circle Time (calendar and weather, music and movement, read-aloud stories and finger plays)
30 mins.	Bathroom Break/Hand-washing and Snack Time
30 mins.	Planned Activity/Lesson of the Day (arts and crafts, worksheets, etc.)
15 mins.	Planned Activity/Lesson of the Day (Arts and Crafts, worksheets, etc.)
15 mins.	Summary of the day and Goodbye Song (includes story read by the teacher)

For the **Cheetahs class, a few extra minutes will be added to each section.*

Tigers Sample Daily Schedule

Time: **Activity:**

30 mins.	Free Choice Play (sensory, dramatic play, science and nature discovery, manipulatives and art exploration)
30 mins.	Circle Time (calendar and weather, music and movement, read-aloud stories and finger plays)
10 mins.	Bathroom Break/Hand-washing and Snack Time
50mins.	Planned Activity/Lesson of the Day (arts and crafts, worksheets, etc.)
20 mins.	Hand washing/ Snack Time, Quiet Reading Time
20 mins.	Outside play(if weather permits)
20 mins.	Summary of the day and Goodbye Song (includes story read by the teacher)

Preparing Your Child for Class

- For security purposes, the preschool classroom remains locked at all times. The teachers will open the door a few minutes before class to welcome students and families.
- Take your child to the bathroom **before** bringing them to class.
- Preschoolers may bring a small backpack to school to keep in their cubby. Include a light sweater or jacket for cool weather.
- To help your child be more comfortable in the event of a “bathroom accident”, please keep a simple change of clothes in a gallon Ziploc bag in your child’s backpack.
- Please do not drop off your child early or pick them up late.
- Please be on time for class! The “free choice” time provides valuable socialization time.
- Bathroom visits during class time are monitored by the teacher.
- When picking up your child after class, please wait **outside** the room until the teacher opens the classroom door. Doors are locked during class so that no one enters or leaves the classroom door. If you need to disrupt the class while in session, please knock (loudly!) on the door.
- After our “goodbye song,” children will be asked to sit and wait patiently as their parent comes in to sign them out. Children will not be released to an adult if they are not so indicated on the child’s registration form. ID’s will be required for any adult the teacher does not recognize.
- Make sure to check your child’s cubby before you leave the room for any artwork. Be sure to scan the sign in/out table for any parent letters from the teachers.
- Because many of our art projects are messy, **please dress your child in comfortable “older” play clothes that will allow them to participate to the fullest.**
- Teachers will communicate with the parent after class if there are any behavior difficulties during class. Sneakers are recommended to protect feet while playing on the playground, and outside areas.

Late Pick-Up Policy

In the event that a child is left waiting to be picked up:

- The first time that you are more than 10 minutes late, you will be issued a verbal warning.
- The second time you are more than 10 minutes late, a \$10 charge will be assessed for every 10 minutes (or fraction thereof) that you are late. The staff will notify you of the amount due when you arrive to pick-up your child on the day that you are late. If you do not promptly pay this fine at the time you pick up your child, the child may be removed from the program. No refund will be issued.
- Failure to pick up your child on a continuous basis will result in your child's removal from the program. No refund will be issued.

Sick Child Policy

With winter and the colder weather, the children will be exposed to more colds. Please be considerate of other children when deciding whether or not your child is healthy enough to attend class.

Please follow these guidelines and if your child has any of these symptoms, please keep them home:

1. Fever within the last 24 hours.
2. Excessive wheezing or coughing.
3. First two (2) days of a cold, especially if the child is uncomfortable or has a runny nose with yellow/green mucous or a persistent cough.
4. Rash (not heat or allergy related).
5. Diarrhea, three runny stools in a row.
6. If your child is unable to participate in outdoor activities which are a regular part of our schedule. On rainy or very stormy days we will have activities inside rather than outside.
7. Ask yourself this important question: if your child was healthy, would you want him/her playing with another child that has your child's symptoms? If the answer is no, please do not bring him/her to school.

Please note:

If your child has contracted a communicable disease, please notify the Coordinator immediately so we can notify parents of possible exposure.

Snack Policy

The Super Safari Preschool Program is promoting a nutritious program. This calls for a team approach between parent and staff. This program asks parents to bring nutritious snacks and drinks, along with cups and plates, on your scheduled day (Please do not bring partially opened containers and check for expiration dates). The development of positive attitudes towards food is the basis for the practice of healthful dietary patterns. A parent snack schedule will be available for sign-up on the first day of class. Please keep in mind that this is a light snack for the children. Please provide snacks for 20 students. For some nutritious snack ideas, we have listed some helpful suggestions below.

Cheese and crackers
Bread sticks
Fresh Fruit
Raw vegetables
Carrot cake
Apple Sauce

Banana or zucchini bread
Popcorn (no salt)
Trail mix (no peanuts)
Cold cuts
Pretzels
Sandwiches
Bananas rolled in honey and wheat germ

- Snack time is really not so much about the food but more about manners and eating in a social environment.
- Please only bring 100 percent fruit juices, milk, or water (no kool-aid). Please bring juice in a quart or gallon size containers to pour into cups; no individual drink boxes please.
- Please note in all the classes we have Carrot Time. We ask that parents also bring enough cut and peeled carrots for the class on your designated day. We pass them out during story time and the children enjoy munching on them while quietly listening. It also encourages the children to eat fresh vegetables as a snack. In addition, we love to celebrate your child's birthday. If you choose to celebrate your child's birthday with the class, please arrange in advance with the teacher any special snack or treat you would like to bring.

Important: If your child has any food allergies, please supply the teacher with a list of what they cannot eat. We will alert the other parents in the class they can avoid certain food items when planning their snack.

We are a nut-free zone!



Biting Policy

Biting is a common behavior among children from birth to three years. However, it is also a difficult behavior in a group setting. For many children, the biting stage is a passing problem. They are in the process of learning what is socially acceptable and what is not. For other children, biting is a persistent and chronic problem. They may bite for a variety of reasons: teething, frustration, boredom, stress or change in the environment, feeling threatened, or to feel a sense of power.

No matter what the cause, biting in a group situation causes strong feelings in all involved. It does help, however, to be aware of the potential problem before it happens and to form a plan of action if it does occur. The City of Sunnyvale Super Safari program has established the following list of procedures to be followed when biting occurs.

When a child is bitten (first biting incident):

If your child bites:

- Your child will be immediately removed with no emotion, using words such as “biting is not okay, it hurts.”
- Your child will be immediately removed with no emotion, using words such as “biting is not okay, it hurts.”
- Your child will not be allowed to return to the activity and will be talked to on a level that your child can understand. For example, “We don’t put our teeth on people.”
- Your child will be redirected to another activity or part of the room.
- The incident will be documented, and you will be notified of the incident when picking up your child at the end of the day.
- The program coordinator will contact you by phone to follow-up on the incident.
- Your child will be shadowed in the program for a week or until the teachers feel your child is capable of interacting positively with other children on their own. When a child is shadowed, they are within arm’s reach of a preschool teacher at all times.
- **If the bite is severe enough, your child may be removed from the program. Refunds are not provided when your child is removed from a program due to a behavioral issue.**

If your child is bitten:

- Your child will immediately be separated from the child who bit.
- Your child will be comforted.
- First aid will be administered. In a bite that does not break the skin, rinsing the area and applying ice for pain is usually sufficient. In a bite that breaks the skin, you will be notified immediately. The area will be rinsed and ice applied; however, additional medical attention may be necessary at your discretion.
- You will be notified of the incident when you pick up your child at the end of the day. As noted above, if the bite breaks the skin, you will be notified immediately.

If biting continues:

- **If your child bites for a second time, your child will be sent home for the remainder of the day. If the bite is severe enough; your child may be terminated from the program. Refunds are not provided when your child is removed from a program due to a behavioral issue.**
- A conference will be scheduled with you, the teacher and the program coordinator to develop a written plan of action to address the biting behavior. This conference must take place and a plan must be in place before your child can return to the program.
- Staff will continue to shadow children that have a tendency to bite, heading off a biting situation before it occurs. Staff will also teach non-biting responses to situations and reinforce appropriate behavior.
- **If your child bites a third time, your child will be permanently removed from the program, regardless of the severity of the bite. Refunds are not provided when your child is removed from a program due to a behavioral issue.**

Please Note:

For the purpose of this policy, a severe bite is defined as a bite that leaves teeth marks, bruises or breaks the skin.

Cancellation Notification/Refunds

If you wish to withdraw your child from the Super Safari Preschool program, you must submit a written notice in your intent to withdraw, including the last day your child will attend. In addition, you come to the Community Center to submit a **refund request** form with the original receipt at least two (2) weeks **before** your child's last day. If your request is received within required minimum notice, we will pro-rate and refund any days remaining in the month you are unable to attend. If we do not receive your written notification within the required two (2) week period, your refund will be forfeited. **As a reminder, the \$100 registration fee is non-refundable and non-transferable.**

Please note: There is a \$10 processing fee per transaction for ALL refunds. If a space becomes available in another Super Safari class and you have been contacted by the Coordinator and wish to transfer, at \$5 processing fee per transaction will apply.

Refunds will be issued in the form of check or credit card depending on the original method of payment. Cash payments will be refunded by check. For your information, checks typically take 4-6 weeks for processing and credit cards up to two weeks.

2016-2017 Super Safari Monthly Fees

Monthly payments are due by the 15th calendar day of each month, with final payment being due April 15, 2017. Your final payment **includes** the month June. September's tuition is due by August 15, 2016. Tuition for the year has been averaged to create nine (9) equal monthly payments. **Please be aware that payments received after the 15th calendar day of the month will be considered late and charged a \$20 late fee per child.** For your convenience, you may fill out an automatic authorization form to avoid any late fees. You may also pay online, by phone or in person at the Community Center. Please be aware that refunds will not be given for missed classes and cannot be made up in other classes. Fees must be paid on time and kept current in order to maintain your spot.

Lion Cubs (Serra Park) 3 years: Tuesday and Thursdays, 9:30 am- noon

	Activity Number	Resident Fee	Non-Resident
Registration Fee	915040.RI	\$100	\$100
September Fee	915040.ST	\$169	\$211
October Fee	915040.OC	\$169	\$211
November Fee	915040.NO	\$169	\$211
December Fee	915040.DE	\$169	\$211
January Fee	915040.JA	\$169	\$211
February Fee	915040.FE	\$169	\$211
March Fee	915040.MA	\$169	\$211
April Fee	915040.AP	\$169	\$211
May/June Fee	915040.MY	\$169	\$211

Cheetahs (Las Palmas Park) 3-4 years: Tuesdays and Thursdays, 9:00 am- noon

	Activity Number	Resident Fee	Non-Resident
Registration Fee	915070.RI	\$100	\$100
September Fee	915070.ST	\$204	\$254
October Fee	915070.OC	\$204	\$254
November Fee	915070.NO	\$204	\$254
December Fee	915070.DE	\$204	\$254
January Fee	915070.JA	\$204	\$254
February Fee	915070.FE	\$204	\$254
March Fee	915070.MA	\$204	\$254
April Fee	915070.AP	\$204	\$254
May/June Fee	915070.MY	\$204	\$254

Tigers (Serra Park) 4-5years: Mondays, Wednesdays, and Fridays 9:00 am- noon

	Activity Number	Resident Fee	Non-Resident
Registration Fee	915060.RI	\$100	\$100
September Fee	915060.ST	\$312	\$362
October Fee	915060.OC	\$312	\$362
November Fee	915060.NO	\$312	\$362
December Fee	915060.DE	\$312	\$362
January Fee	915060.JA	\$312	\$362
February Fee	915060.FE	\$312	\$362
March Fee	915060.MA	\$312	\$362
April Fee	915060.AP	\$312	\$362
May/June Fee	915060.MY	\$312	\$362

Tigers (Ortega Park) 4-5 years: Mondays, Wednesdays, and Fridays 9:00 am- noon

	Activity Number	Resident Fee	Non-Resident
Registration Fee	915047.RI	\$100	\$100
September Fee	915047.ST	\$312	\$362
October Fee	915047.OC	\$312	\$362
November Fee	915047.NO	\$312	\$362
December Fee	915047.DE	\$312	\$362
January Fee	915047.JA	\$312	\$362
February Fee	915047.FE	\$312	\$362
March Fee	915047.MA	\$312	\$362
April Fee	915047.AP	\$312	\$362
May/June Fee	915047.MY	\$312	\$362

Giraffes (Las Palmas) 3-4 years: Mondays, Wednesdays, and Fridays 9:30 am- noon

	Activity Number	Resident Fee	Non-Resident
Registration Fee	915050.RI	\$100	\$100
September Fee	915050.ST	\$223	\$273
October Fee	915050.OC	\$223	\$273
November Fee	915050.NO	\$223	\$273
December Fee	915050.DE	\$223	\$273
January Fee	915050.JA	\$223	\$273
February Fee	915050.FE	\$223	\$273
March Fee	915050.MA	\$223	\$273
April Fee	915050.AP	\$223	\$273
May/June Fee	915050.MY	\$223	\$273

Giraffes (Murphy Park) 3-4 years: Mondays, Wednesdays & Fridays 9:30 a.m.-Noon

	Activity Number	Resident Fee	Non-Resident
Registration Fee	915090.RI	\$100	\$100
September Fee	915090.ST	\$223	\$273
October Fee	915090.OC	\$223	\$273
November Fee	915090.NO	\$223	\$273
December Fee	915090.DE	\$223	\$273
January Fee	915090.JA	\$223	\$273
February Fee	915090.FE	\$223	\$273
March Fee	915090.MA	\$223	\$273
April Fee	915090.AP	\$223	\$273
May/June Fee	915090.MY	\$223	\$273

Sunnyvale Community Center Hours of Operation

Monday through Friday: 9:00am-6:00pm
Registration phone number: (408) 730-7350
Address: 550 E. Remington Drive Sunnyvale CA, 94087
Checks can be made payable to the City of Sunnyvale
City of Sunnyvale Tax I.D. TIN# 94-6000438

Curriculum

In this section you will find activities we use throughout the year to teach your child readiness skills. We have listed them to help you recognize the value of activities you will see, or hear about during the year. These activities are presented in a way that makes learning new skills fun.

Reading Readiness Activities

Reading readiness activities teach skills that children need to develop before they can successfully learn to read and write. These skills are taught through games, songs, finger-play, stories, and art. The activities are fun, creative and meaningful for the children. The more non-threatening and child-oriented experiences children have with these pre-reading and pre-writing skills, the easier time they will have when actually learning to read and write in elementary school.

1. Oral language and vocabulary building:

- a. Songs, children change and add words
- b. Describing pictures
- c. Stories read aloud
- d. Allowing children to express themselves without interruption
- e. Encouraging children to talk at circle and snack time
- f. Felt board stories and puppet shows
- g. Rhyming
- h. Sharing
- i. Naming objects
- j. Making their own books

2. Visual discrimination:

- a. "What is different" game
- b. Matching games
- c. Sorting
- d. "What comes next?" games
- e. Patterns
- f. Letter recognition
- g. Lining children up by visual differences (example: different socks, hair color, shoes)
- h. Lining up by likeness

3. Visual memory:

- a. "What is missing" games
- b. What is added
- c. Who is not here today
- d. Hide the person under the sheet (children try to recall what he or she is wearing)
- e.

4. Auditory discrimination:

- a. Identifying different sounds
- b. Different sounds
- c. Listening for changes in sounds
- d. Clapping loud and soft
- e. Rhythm instruments
- f. March to music
- g. Interpreting music to dance tempos
- h. Letter initial sounds (Tigers only)

5. Auditory memory:

- a. Recall of recent events (example: which song did we sing first today?)
- b. Answering questions about the story
- c. Listening to taped sounds and voices and identifying them
- d. Listening and naming sounds
- e. Reciting days of week, alphabet and poems
- f. Songs that are repeated daily (hello songs, weather songs, goodbye songs)

6. Pre-reading thinking skills:

- a. Sorting
- b. Classifying
- c. Sequencing
- d. Recalling
- e. Rhyming
- f. Problem solving
- g. Creating sentences
- h. Opposites

Writing Readiness Activities

1. Developing small motor skills, hand-eye coordination, holding skills and basic strokes:
 - a. Use of scissors, hole punch, pens, pencils, crayons, squeezing glue bottles, play dough, tweezers, tongs, eye droppers, paint brushes.
 - b. All art activities
 - c. Puzzles
 - d. Sand play
 - e. Water play
 - f. Shaving cream
 - g. Tracing lines
 - h. Cutting along lines

Science Readiness Activities

Activities are presented that introduce the topics of hot and cold, magnets, animals, how things grow, recycling, nature, seasons, life cycles, and floating and sinking.

Math Readiness Activities

Math activities are open-ended and are taught through games, songs, finger-plays and art projects. These activities offer opportunities for children to acquire pre-math skills through hands-on situations that are both meaningful and fun. Children learn best when they can discover number concepts on their own and when they are allowed to freely experiment without failure, or drilling.

Lion Cubs/Cheetahs/Giraffes

1. Number concepts:
 - a. Relating numbers 1-3 to their equivalents
 - b. Adding and taking away numbers
 - c. Counting to 12
2. Sets:
 - a. Sorting
3. Measuring:
 - a. Using measuring cups and spoons for simple cooking projects in water, sand, beans, and bird seed
 - b. Using scale to weigh nuts, nails bolts, etc.
 - c. Using thermometer to measure hot and cold
4. Learning the “words” of math (e.g. less than, all together)

5. Learning to mentally add and subtract (e.g. there are two children in the bathroom. JOHNNY LEFT---HOW MANY CHILDREN ARE IN THE BATHROOM NOW?)
6. Learning the difference between small, medium and large; all and none; many and few

Tigers

1. Sorting, counting, matching
2. Shape recognition
3. Number recognition
 - a. Learning numerals (1-10)
 - b. Writing numerals (1-10)
 - c. Matching sets with numerals (1-10)
4. Understanding relationships
 - a. Opposites
 - b. Ordinal numbers (first, second...)
 - c. Sequence
 - d. Comparisons
5. Developing thinking skills
 - a. Estimating
 - b. Observing
 - c. Following directions
 - d. Patterning
 - e. Thinking games
6. Measurement
 - a. Lineal, weight, volume, temperature
 - b. Time
7. Other math areas
 - a. Graphs
 - b. Simple addition and subtraction

Large Motor Activities

Inside

Dancing, balancing on balance beams, tumbling, crawling, creeping, rolling, hopping, jumping, using the parachute, bean bags and obstacle courses.

Outside

Riding bikes and scooters, climbing, sliding, playing with balls, running, bowling, skipping.

Social and Emotional Development

1. Learning to get along with others and:
 - a. Solve problems with and without adult intervention
 - b. Realizing problems can be solved
 - c. Be kind to other people and animals
 - d. Manners
2. Learning to get along in the world and:
 - a. Learning acceptable eating habits
 - b. Using appropriate words
 - c. Realizing that we share our world with others, being considerate
3. Learning appropriate school or classroom behavior:
 - a. Sitting and listening during group time
 - b. Following directions
 - c. Taking turns
 - d. Making decisions and choices
 - e. Raising hand to talk during group time
 - f. Sharing toys and supplies
 - g. Interacting with other children, adults and parents
 - h.
4. Learning appropriate ways to deal with emotions

Play-Based Learning

Through play children develop gross motor skills (physical mobility and muscle control) and fine motor skills such as hand-eye coordination, a critical precursor to reading and writing skills. Equally important, play helps make learning fun! Play fuels children's imagination and sparks creativity, making the learning journey pleasurable and joyous. Many functional skills like literacy and arithmetic can be learned through play or through instruction. Coping skills like compassion, self-regulation, self-confidence, the habit of active engagement, and the motivation to learn and be literate cannot be instructed. They can only be learned through self-directed experience. Activities develop skill sets.

Painting

Using bright colors to create satisfying personal symbols. Movement of arms, wrists, hands, and fingers.

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Writing Skills

Working with paints and crayons is relaxing and gives the thrill of accomplishment as well as providing practice in the use of hand and arm muscles.

Sharing Periods

Relating certain events that has happened at home. Explaining a painted picture describing something constructed: the new car, a visit to a relative's house or a ride on a train,

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Language Skills

Speaking before class, giving a recitation or a report, is sometimes difficult, especially for shy children. Telling stories helps overcome this difficulty.

Rhythms and Singing

Hopping, skipping, and running in rhythm. Dancing like whirling leaves or gliding like an airplane. Singing of falling snow and growing trees.

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Self-Expression and Coordination

Children need to do things with others in harmony, where the help of all is necessary. They need to use words clearly to express thoughts and to express themselves through music and movement.

Looking at Books

Turning pages, looking at bright colored pictures. Telling others about them, making up stories about them. Showing others what is interesting or funny.

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Interest in Books

Books become interesting, friendly things and words in print tell a story.

Listening to Stories

Stories are read and discussed. Children tell of their experiences and share made up stories.

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Listening Skills

Listening to others isn't easy in an age characterized by activity, but listening and thinking are necessary skills for communicating with others.

Sharing Playthings

Taking turns with toys and games, with scissors and glue, letting others play and cut. Understanding how a group can have fun and get things done too.

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Social Skills

At home, playthings are "mine", in school "ours." It's a hard lesson, but a necessary one for success in school and for living with others pleasantly.

Cutting and Pasting

Scrapbooks, illustrations for a story. Pictures for a bulletin board display. Holiday decorations. Creating our own designs.

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Writing Skills

Cutting on a line is hard. Keeping paste within bounds takes concentration. Small hands and young muscles need training development for finer writing skills.